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IDENTIFIERS	*Montana

ABSTRACT

This project manual from the Partnerships for Rural Resource Teams Project, a project designed to build upon the foundation of services for children and youth with deaf-blindness in Montana, opens with guiding principles of the project and a description of the types of available services. Grounded in a framework that draws upon the principles of collaborative teamwork, contextually based technical assistance, family involvement, and an ecological approach to skill development, the Partnerships Project identified personnel with expertise in deaf-blindness and/or areas of programmatic support that were relevant to individuals with deaf-blindness. Project funds were then utilized to develop a deaf-blind service support model based on the purchase of necessary expertise to form an individual student planning team around those individuals with deaf-blindness whose families required more or different types of technical assistance than currently available through the state. This manual contains a list of lending materials available, answers to frequently asked questions about the Montana Technology Access Center, a description of services available at the Montana Technology Access Center, a description of programs and services available from the Helen Keller National Center, Office of Public Instruction trainer guidelines, guidelines for responding to requests for technical assistance, and Deaf-Blind Partnerships Project planning forms. (CR)

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ED 443 259

Montana Partnerships for Rural Resource Teams

Project Manual

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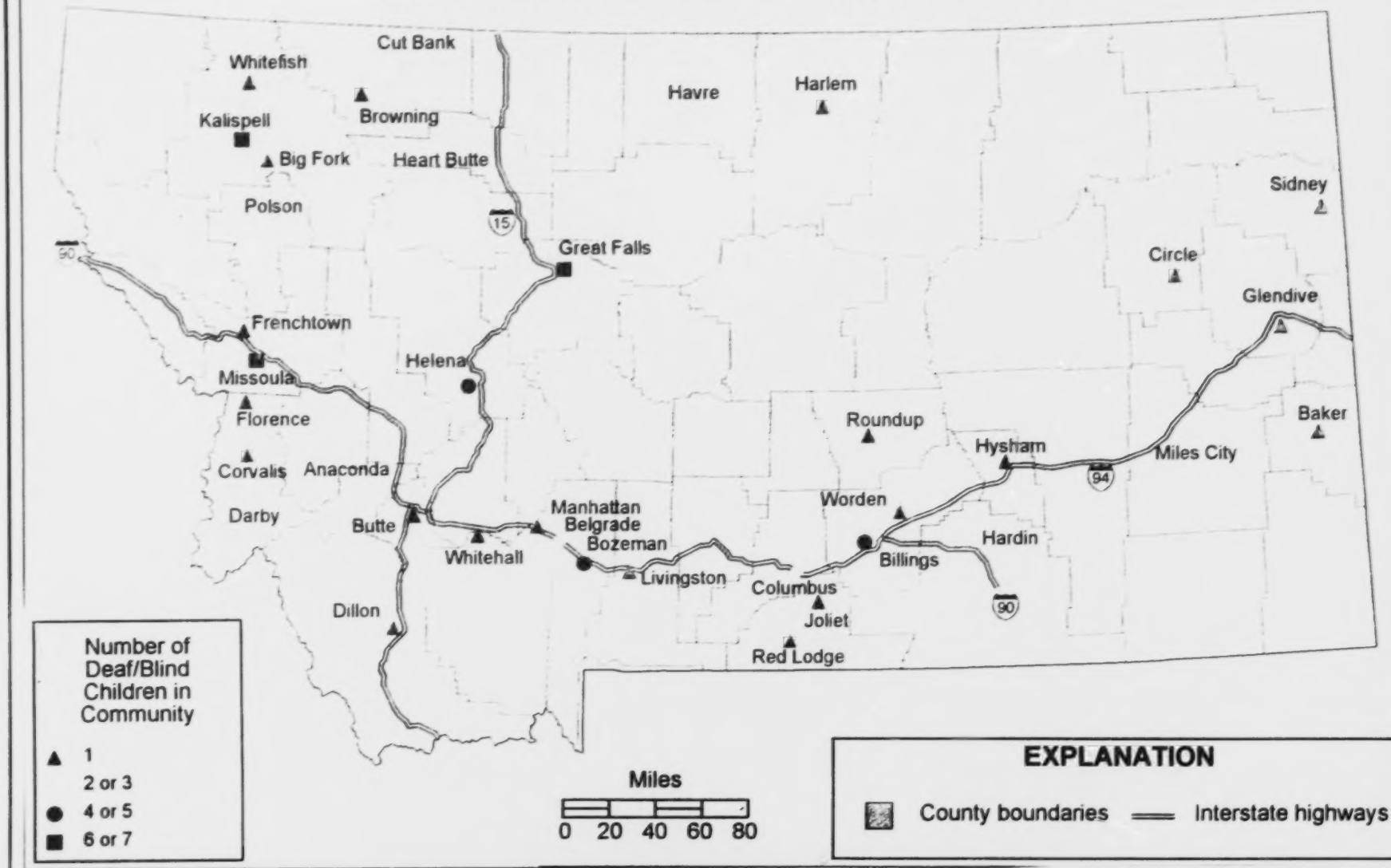
CHILDREN & YOUTH WITH DEAF-BLINDNESS IN MONTANA



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Guiding Principles of the Montana Deaf-Blind Partnerships Project

The following principles and beliefs guide the practices and consultation offered by the Montana Deaf-Blind Partnerships Project. We believe that the "ideal" program for students with disabilities including deaf-blindness would be built upon the following principles:

Location of Service:
Services are provided in inclusive settings that provide opportunities for students with disabilities to interact and develop social relationships with typical same-aged peers e.g. child care and preschool for younger children and local schools for older children. For infants and toddlers, in-home support will enable parents to incorporate educational and therapeutic techniques within the context of their usual routine within the home.

Curriculum:
What a student is taught is useful to them and enables them to function more independently in their day to day environment. There is an emphasis on determining family priorities, developing curriculum based on the needs of a child's future environment, and using age appropriate materials.

Behavior/Communication:
When necessary, positive approaches to behavior intervention based on a functional analysis model are utilized to determine the reason these behaviors are occurring and what the child is communicating through the behavior. Several modes of communication are considered for each child, reflecting what is most functional in a given circumstance.

Instructional Practices:
Teaching students new skills within the context and activity which they will be used is emphasized. We believe in supporting students to participate in an activity to the maximum extent they are able. The child's peers can provide support and instruction as well as the teachers and other school personnel.

Teamwork Practices:
Collaborative teams provide a mechanism which professionals and parents can share their individual areas of expertise and use creative problem solving strategies to respond to curricular, instructional and overall quality of life issues.

Family Involvement:
Families are active participants in establishing educational priorities and shaping the instructional program for their child thereby encouraging carry over of targeted skills between school and home.

These principals influence the assistance provided by the Deaf-Blind Partnerships Project staff, however, any school or family in need of assistance, regardless of their proximity to our vision of the "ideal" practices is encouraged to make a request for assistance.

Deaf-Blind Partnerships for Rural Resource Teams

The Office of Public Instruction and the Rural Institute on Disabilities at the University of Montana were awarded a federal pilot project grant to increase the capacity to serve children in Montana who have dual sensory impairments. Through this project, teams of professionals and parents are available to provide assistance, in addition to one-on-one assistance offered by the state Dead-Blind Coordinator, to children who are deaf-blind, their families and support staff. These resources are available to:

- assist students, schools, families, health and service agencies to implement recommendations of the Deaf-Blind Coordinator across environments
- assess needs and provide recommendations and/or supports for students with dual sensory impairments and their families
- access and utilize assistive technology or augmentative communication systems
- facilitate the inclusion of students with deaf-blindness in regular education or child care settings and in the community
- support transition planning across a child's school years including employment and independent living for young adults with deaf-blindness
- assist local teams to develop positive supports for individuals with behavioral challenges

Who is Eligible?
Children or young adults up to age 21 who have dual sensory impairments, their families and support staff, are eligible to receive support from the Partnerships Project. All individuals must be evaluated by the State Deaf-Blind Coordinator and found to meet the Federal definition of Deaf-Blind; "children and youth having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated without special education and related services, beyond those that would be provided solely for children with hearing impairments, visual impairments, or severe disabilities, to address their educational needs due to these concurrent disabilities".

What services are available through the Deaf-Blind Partnerships Project?

- **Basic deaf-blind education and awareness activities:** training will be delivered by the State Deaf-Blind project primarily but, many resources on Deaf-Blindness are housed at the Rural Institute and at Parents Lets Unite for Kids (PLUK) which are available for loan. Contact the Rural Institute at (888) 648-7267 or PLUK at (800) 222-7585 for a complete listing of resources.

- **On-site training:** various team members can provide training on site in their area of expertise. (This may be combined with child specific technical assistance.)

- **Assistive Technology Loan Bank:** The Deaf-Blind Partnerships Project and all people or agencies receiving assistance from the Project are considered "Cooperating Agencies" and therefor are eligible to borrow any Assistive Technology or Augmentative Communication equipment from Montech. Call (800) 732-0323 for a listing of equipment which is available.

- **Mentoring/Shadowing Opportunities:** People who are providing quality services to youth with deaf-blindness will be identified as resources. The Partnerships Project will provide financial support both the person doing the mentoring and the person doing the shadowing. This assistance or network can be in person or via long distance technology. Examples: a teacher who wanted to observe the use of assistive technology used in a classroom to increase student communication could visit another teacher at a school which is using this technology. Ideally, the visitor would observe part or an entire day and have time following the observation to ask questions and be taught to use some of the technology. The idea is to connect the person who needs information up with a person who has the information.

- **Financial support to attend training**: A professional, family member, or student with deaf-blindness can request financial support to attend training to increase their skills. An agreement between the trainee and the project will outline how the attending the training will benefit the project.

- **On-site technical assistance for a specified child**: Parents, teachers, support staff or youth with deaf-blindness can request assistance on site. An individualized plan for technical assistance will be developed for each child which outlines priority needs, as identified by the Child's support staff and family and the Partnership's staff. Additional resources will be brought in to provide assistance to the child and their team based upon the needs identified in the plan for technical assistance.

Who provides on-site assistance to children?
There are two different levels of people who are contracted with to provide services through the project; Rural Resource Team Facilitators and Rural Resource Team Members.

Rural Resource Team Facilitators:
As the project develops, there will be several team facilitators identified who will serve as the primary contacts for the child's support staff and family and will take on the site coordinator role. Instead of sending several people (a team) out to the school or the child's home, a Rural Resource Team Facilitator will perform the primary visit. On some occasions this may be with the Deaf-Blind Coordinator. During this visit they will observe the student, possibly video tape the student, and meet with the individuals who support the child in order to clarify the priority areas for assistance. Based upon the needs identified, the RRT facilitator and the child's team will create a plan for technical assistance for the child. If additional resources are needed beyond what the Core RRT member can provide, additional RRT members will be identified from the pool who could provide technical assistance in the needed areas. The RRT facilitator will coordinate the delivery of this support but may or may not be present when the TA is being provided.

Initially the Partnerships Project Coordinator, Ellen Condon, will serve as the primary RRT facilitator. The long range plan is to identify up to 5 individuals who are interested in serving as regional Facilitators dispersed throughout the state. Desired qualifications for Facilitators will include, but are not limited to: availability, excellent communication skills, best practice values for support and educational services for students who are deaf-blind, and a desire to increase their own knowledge of deaf-blindness and quality educational programming for students with dual sensory impairments and multiple disabilities.

Rural Resource Team Members:
Over fifty (50) individuals from across the state representing various disciplines have been actively involved in learning more about deaf-blindness and providing services on behalf of the Project as Rural Resource Team members. These individuals will be called upon when their area of expertise is needed for a specific child. The Project will then contract with them to provide a specified number of visits to provide specific supports to the child, family and/or support staff.

What does the Rural Resource Team Service Cost?
The consultants are reimbursed through the grant. There are no direct costs for costs people who access these services.

Interaction with the State Project:
All students receiving services from the Partnerships Project must be identified as deaf-blind by the State Coordinator, Francisco Roman, prior to being referred. Francisco will continue to serve as a link to students with deaf-blindness who may desire services from the Project and he will continue to visit them according to his "cycle of visits". In relation to the Partnerships Project, once the initial introduction is made, Francisco will play the role of one of the Rural Resource Team members who will be called upon when his areas of expertise are needed in a given situation. This differentiation between projects will eliminate the overlap of the services and hopefully lead to a better use of resources.

Reimbursement for Rural Resource Team Members:
Rural Resource Team Members are reimbursed for all travel costs (mileage .31/mile, per diem $23/day, and hotel). They receive $150.00 for a full day of service. If someone is visiting another site to observe their practices, the travel expenses of the visitor will be reimbursed by the project. The teacher, parent or practitioner being observed will be paid $50 for a full day observation, $25 for a half-day observation.

For more information about the Partnerships Project contact:

Ellen Condon, Project Coordinator
Rural Institute on Disabilities
University of Montana
52 Corbin Hall
Missoula, MT 59812
(406) 243-4134 phone
(406) 243-2349 fax

Francisco Roman, Deaf-Blind Specialist
Office of Public Instruction
State Capital, room 106
Helena, MT 59620
(406) 444-4426 phone
(406) 444-3924 fax

TRIC/PLUK LIBRARY

Lending Materials

1-800-222-7585

Code Library	Number Format		Location Main Classification
DBL9 TRIC	4302 BOOK	Welcoming Students Who Are Deaf-blind Into Typical Classrooms	DEAF/BLIND Deaf/Blind
DBL11 TRIC	4819 BOOK	Sensory-motor Integration Activities	DEAF/BLIND Deaf/Blind
DBL10 TRIC	4838 BOOK	Supporting Young Adults Who Are Deaf-blind In Their Communities	DEAF/BLIND Deaf/Blind
DBL48 TRIC	106754 Book	Auditory Assessment And Programming For Severely Handicapped And	DEAF/BLIND Visual Impairement
DBL45 TRIC	106749 Book	Community-based Living Options For Young Adults With Deaf-blindness:	DEAF/BLIND Visual Impairement
DBL46 TRIC	106149 Book	Employment Options For Young Adults With Deaf-blindness:	DEAF/BLIND Vocational
DBL50 TRIC	106743 Book	Learning Steps:	DEAF/BLIND Visual Impairement
DBL47 TRIC	106738 Book	Words And Meanings:	DEAF/BLIND Visual Impairement
DBL1 TRIC	6053 BOOK	Insite Model Volume Ii	DEAF/BLIND Deaf/Blind
DBL2 TRIC	6057 BOOK	Insite Model Volume Iii	DEAF/BLIND Deaf/Blind
DBL3 TRIC	6058 BOOK	Insite Model Volume V I	DEAF/BLIND Deaf/Blind
DBL11 TRIC	6519 BOOK	Sensory Motor Integration Activities	DEAF/BLIND Deaf/Blind
dbl12 TRIC	6567 BOOK	A Resource Manual For Understanding And Interacting With Infants, Toddlers,	DEAF/BLIND Deaf/Blind
DBL13 TRIC	6602 BOOK	Hand In Hand	DEAF/BLIND Deaf/Blind
DBL15 TRIC	6605 BOOK	Hand In Hand	DEAF/BLIND Deaf/Blind
DBL16 TRIC	6606 BOOK	Hand In Hand	DEAF/BLIND Deaf/Blind
DBL14 TRIC	6607 BOOK	Hand In Hand	DEAF/BLIND Deaf/Blind
DBL17 TRIC	6654 BOOK	Independence Without Sight Or Sound	DEAF/BLIND Deaf/Blind
DBL18 TRIC	6676 BOOK	Being In Touch	DEAF/BLIND Deaf/Blind
dbl19 TRIC	6707 BOOK	Vocational Curriclum For Deaf- Blind Youth	DEAF/BLIND

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Code / Library	Number / Format		Location / Main Classification
dbl20 [redacted]	6708 BOOK	Advancements	DEAF/BLIND
dbl21 TRIC	6709 BOOK	Curriclum For Daily Living	DEAF/BLIND
dbl22 TRIC	6710 BOOK	Skill Tasks	DEAF/BLIND
dbl23 TRIC	6711 BOOK	A Motor Activities Manual For The Milti-Impaired Blind	DEAF/BLIND
dbl24 TRIC	6712 BOOK	The Deaf-blind " Rubella " Child	DEAF/BLIND
dbl25 TRIC	6714 BOOK	Deaf- Blind Education Book A	DEAF/BLIND
dbl26 TRIC	6715 BOOK	Deaf- Blind Education Book B	DEAF/BLIND
dbl27 TRIC	6716 BOOK	" I Am Not Blind, I Just Do Not See Clearly"	DEAF/BLIND
dbl28 TRIC	6717 BOOK	Speech Beginnings For The Deaf- Blin Child	DEAF/BLIND
[redacted]	6718 BOOK	Educational Beginnings With Deaf- Blind Children	DEAF/BLIND
dbl30 TRIC	6719 BOOK	Body Images And The Severly Handicapped Rubella Child	DEAF/BLIND
dbl31 TRIC	6720 BOOK	Auditory Training In The Perkins Deaf-Blind Department	DEAF/BLIND
dbl32 TRIC	6761 BOOK	Itinerant Teaching	DEAF/BLIND Deaf/Blind
dbl33 TRIC	6762 BOOK	Orientation And Mobility Techniques	DEAF/BLIND Deaf/Blind
dbl34 TRIC	6829 BOOK	Transition State Of The Art	DEAF/BLIND Deaf/Blind
dbl35 TRIC	6830 BOOK	Communication Development In Young Children With Deaf-blindness: Literature	DEAF/BLIND Deaf/Blind
dbl36 TRIC	6831 BOOK	One Step At A Time: A Manual For Families Of Children With Hearing And	DEAF/BLIND Deaf/Blind
dbl37 TRIC	6832 BOOK	Enhancing Interactions Between Service Providers And Individuals Who Are	DEAF/BLIND Deaf/Blind
[redacted]	6833 BOOK	Play Activities And Emergent Language: Intervention Procedures For Young	DEAF/BLIND Deaf/Blind
dbl39 TRIC	6834 BOOK	Augmentative Communication For Children With Deaf-blindness: Guidelines	DEAF/BLIND Deaf/Blind

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Code / Library	Number / Format		Location / Main Classification
dbl40	6835	Sensory Assessment Manual	DEAF/BLIND
[redacted]	BOOK		Deaf/Blind
dbl41	6836	Research On The Communication	DEAF/BLIND
TRIC	BOOK	Development Of Young Children With	Deaf/Blind
dbl42	6838	Proceedings Of The National Synposium	DEAF/BLIND
TRIC	BOOK	On Children And Youth Who Are	Deaf/Blind
DBL43	68470	Kid-friendly Parenting With Deaf And	DEAF/BLIND
TRIC	BOOK	Hard Of Hearing Children	Deaf/Blind
DBL44	6867	A World Without Words	DEAF/BLIND
TRIC	BOOK		Deaf/Blind

Code / Library	Number / Format		Location / Main Classification
V-DBL61	200750	3 Closed Captioned Clips	VIDEO
[redacted]	Video		Deaf/Blind
V-DBL10	5337	You & Me	VIDEO
PLUK	VIDEO		Deaf/Blind
V-DBL60	4986	Getting In Touch	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL6	101199	As A Blind Person:	VIDEO
TRIC	Video		Deaf/Blind
V-DBL1	100362	Here Is Tomorrow	
TRIC	Video		Deaf/Blind
V-DBL13	107372	Family Focused Interview	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL7	101391	Not Without Sight:	
TRIC	Video		Deaf/Blind
V-DBL3	100425	Sensory Impaired/severely Multi-handicapped Child:	
TRIC	Video		Deaf/Blind
V-DBL2		Sensory Impaired/severely Multi-handicapped Child:assessment-1	
TRIC	Video		Deaf/Blind
[redacted]BL5	101515	Sensory Impaired/severely Multi-handicapped Child:assessment-1	
TRIC	Video		Deaf/Blind
V-DBL4	101516	Sensory Impaired/severely Multi-handicappedchild:assessment-2	
TRIC	Video		Deaf/Blind
V-DBL9	101431	Striving For Independence	
TRIC	Video		Deaf/Blind
V-DBL8	101507	What Do You Do When You See A Blind Person?	
TRIC	Video		Deaf/Blind
V-DBL15	6533	How Do We See	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL16	6534	Cued Speech Another Option - Tape 1	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL19	6536	Family	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL20	6538	Morning Routines	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL21	6539	Daily Routines	VIDEO
TRIC	VIDEO		Deaf/Blind
[redacted]BL22	6540	Evening Routines	VIDEO
TRIC	VIDEO		Deaf/Blind
V-DBL23	6541	Mealtime & Snacks	VIDEO
TRIC	VIDEO		Deaf/Blind

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Code / Library	Number / Format		Location / Main Classification
V-DBL24 / TRIC	6542 / VIDEO	Body & Feelings	VIDEO / Deaf/Blind
V-DBL25 / TRIC	6543 / VIDEO	Living & Working In The Home	VIDEO / Deaf/Blind
V-DBL26 / TRIC	6545 / VIDEO	Playing & Doing	VIDEO / Deaf/Blind
V-DBL27 / TRIC	6546 / VIDEO	Going Somewhere	VIDEO / Deaf/Blind
V-DBL28 / TRIC	6547 / VIDEO	Putting It All Together	VIDEO / Deaf/Blind
V-DBL29 / TRIC	6548 / VIDEO	People	VIDEO / Deaf/Blind
V-DBL30 / TRIC	6549 / VIDEO	Body & Clothing	VIDEO / Deaf/Blind
V-DBL31 / TRIC	6550 / VIDEO	Animals	VIDEO / Deaf/Blind
V-DBL32 / TRIC	6551 / VIDEO	Food	VIDEO / Deaf/Blind
V-DBL33 / TRIC	6552 / VIDEO	Describing & Feeling	VIDEO / Deaf/Blind
V-DBL34 / TRIC	6553 / VIDEO	Inside & Outside The House	VIDEO / Deaf/Blind
V-DBL35 / TRIC	6555 / VIDEO	Time & When Things Happen	VIDEO / Deaf/Blind
V-DBL36 / TRIC	6556 / VIDEO	Action And Doing Things	VIDEO / Deaf/Blind
V-DBL37 / TRIC	6557 / VIDEO	Going Places	VIDEO / Deaf/Blind
V-DBL38 / TRIC	6558 / VIDEO	Going To School	VIDEO / Deaf/Blind
V-DBL18 / TRIC	6560 / VIDEO	Hearing Aid Management Skills For Families Of Young Children Who Are	VIDEO / Deaf/Blind
V-DBL14 / TRIC	6561 / VIDEO	Overview Of The Insite Model	HEARING IMPAIRMENT / Sign Language
V-DBL44 / TRIC	6570 / VIDEO	Introduction To Tactile Communication For Children Who Are Deaf Blind	VIDEO / Deaf/Blind
V-DBL45 / TRIC	6575 / VIDEO	Using Tactile Signals And Cues	VIDEO / Deaf/Blind
V-DBL46 / TRIC	6576 / VIDEO	Using Tactile Signals And Cues	VIDEO / Deaf/Blind

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Code Number Library Format		Location Main Classification
V-DBL47 6577 TRIC VIDEO	Using Tactile Signals And Cues	VIDEO Deaf/Blind
V-DBL48 6578 TRIC VIDEO	Using Tactile Signals And Cues	VIDEO Deaf/Blind
V-DBL49 6580 TRIC VIDEO	Using Tactile Signals And Cues	VIDEO Deaf/Blind
V-DBL50 6581 TRIC VIDEO	Coactive Sign Series - Tape 1	VIDEO Deaf/Blind
V-DBL51 6582 TRIC VIDEO	Coactive Sign Series - Tape 2	VIDEO Deaf/Blind
V-DBL52 6583 TRIC VIDEO	Coactive Sign Series - Tape 3	VIDEO Deaf/Blind
V-DBL53 6584 TRIC VIDEO	Coactive Sign Series - Tape 4	VIDEO Deaf/Blind
V-DBL54 6585 TRIC VIDEO	Coactive Sign Series - Tape 5	VIDEO Deaf/Blind
V-DBL55 6586 TRIC VIDEO	Coactive Sign Series - Tape 6	VIDEO Deaf/Blind
V-DBL56 6587 TRIC VIDEO	Coactive Sign Series - Tape 7	VIDEO Deaf/Blind
V-DBL57 6589 TRIC VIDEO	Coactive Sign Series - Tape 8	VIDEO Deaf/Blind
V-DBL58 6590 TRIC VIDEO	Coactive Sign Series - Tape 9	VIDEO Deaf/Blind
V-DBL59 6599 TRIC VIDEO	Hand In Hand: It Can Be Done	VIDEO Deaf/Blind
V-DBL12 6655 TRIC VIDEO	Hope Inc	VIDEO Deaf/Blind
V-DBL11 7065 TRIC VIDEO	You & Me	VIDEO Deaf/Blind
V-DBL17 7067 TRIC VIDEO	Cued Speech Another Option - Tape 2	VIDEO Deaf/Blind

The Deaf-Blind Resource Library

at the

Rural Institute on Disabilities
The University of Montana
52 Corbin Hall
Missoula, MT 59812
1-888-648-7267

Prepared By:
Marnie Bastian, Ellen Condon, Pam Diedrich, & Catherine Ipsen

Funded by Grant #H158A50001 from the U.S. Department of Education
Awarded to the Office of Public Instruction - Nancy Keenan, Superintendent

Title **A Resource Manual for Understanding and Interacting with Infants, Toddlers, and Preschool Age Children with Deaf-Blindness**

Subtitle

Author Alsop, L. M.(Ed.)

Publisher SKI*HI Institute

Address Department of Communicative Disorders
Utah State University
Logan, UT 84322-1900

Library Reference Number: DB ARE 001

Format book Length 576 pages Year 1993 Category deaf/blind

ABSTRACT
This manual provides insights, information, and intervention strategies to those who work with infants, toddlers, and preschool age children who are deaf-blind. It's filled with useful information, activities which are adapted for the needs of students with dual sensory impairments. The manual is divided into sections: learning, communication, hearing, vision, touch, daily care, massage, motor positioning., and more.

Title **Auditory Scanning and Deaf-Blind Basics**

Subtitle METNET

Author

Publisher

Address

Library Reference Number: DB MET 110V

Format videotape Length 2.5 hours Year 1997 Category deaf/blind

ABSTRACT
Partnership's METNET Training in March includes information on Deaf-Blind Basics presented by Francisco Roman and Auditory Scanning Techniques presented by Pam Boespflug of MT School for the Deaf and Blind.

Title **Communication and Community**

Subtitle **Getting Involved: A Conversation**

Author **Smith, T.**

Publisher **Sign Media, Inc.**

Address **4020 Blackburn Lane**
Burtonsville, MD 20866

Library Reference Number: **DB COM 501V**

Format **videotape** Length **90 minutes** Year **1992** Category **deaf/blind**

ABSTRACT
This video presents a fascinating discussion of topics such as general perceptions and experiences as deaf-blind adults and their communication frustrations and needs.

Title **Communication and Community**

Subtitle **Overview and Introduction**

Author **Smith, T.**

Publisher **Sign Media, Inc.**

Address **4020 Blackburn Lane**
Burtonsville, MD 20866

Library Reference Number: **DB COM 502V**

Format **videotape** Length **40 minutes** Year **1992** Category **deaf/blind**

ABSTRACT
Among the topics discussed in this video are a definition and description of the community, individual communicative differences and preferences, becoming involved in the community, and setting limits.

Title **Finding the Balance**

Subtitle

Author Southwest Communication Resources

Publisher Southwest Communication Resources

Address 412 Camino Don Tomas
P.O. Box 788
Bernalillo, NM 87004

Library Reference Number: DB FIN 801V

Format videotape Length 23 minutes Year 1995 Category deaf/blind

ABSTRACT
This video portrays two American Indian mothers sharing their experiences and frustrations as parents of children with disabilities.

Title **Getting in Touch**

Subtitle Communicating with a Child Who is Deaf-Blind

Author Cooley, E.

Publisher Research Press Co.

Address 2612 N. Mattis Avenue
Champaign, IL 61821

Library Reference Number: DB GET 010V

Format videotape Length 19 minutes Year 1987 Category deaf/blind

ABSTRACT
This video is designed to introduce parents and others working with sensory-impaired children to some basic principles to help make communication go more smoothly.

Title **Guidelines**

Subtitle **Practical Tips for Working and Socializing with Deaf-Blind People**

Author **Smith, T. B.**

Publisher **Sign Media, Inc.**

Address **4020 Blackburn Lane**
Burtonsville, MD 20866

Library Reference Number: **DB GUI 012**

Format **book** Length **186 pages** Year **1994** Category **deaf/blind**

ABSTRACT
This workbook is designed for anyone interested in working with or interacting with members of the Deaf-Blind community, whether as a guide, facilitator, interpreter, or friend.

Title **Hand in Hand**

Subtitle **It Can Be Done**

Author

Publisher **American Foundation for the Blind**

Address **Eleven Penn Plaza**
New York, NY 10001

Library Reference Number: **DB HAN 401-406V**

Format **videotape** Length **68 minutes** Year **1995** Category **deaf/blind**

ABSTRACT
This video presents an introduction to working with students who are deaf-blind, starring many deaf-blind people and their families and teachers, full of practical suggestions and valuable insights.

Title **Hand in Hand**

Subtitle **Essentials of Communication and Orientation and Mobility for Your Students Who are Deaf-Blind (A Trainer's Manual)**

Author **Prickett, J.G., Joffe, E., Welch, T.R., & Huebner, K.M.**

Publisher **American Foundation for the Blind**

Address **Eleven Penn Plaza**
New York, NY 10001

Library Reference Number: **DB HAN 301-307V**

Format **book** Length **134 pages** Year **1995** Category **deaf/blind**

ABSTRACT
This manual provides trainers with information to help teachers and others who interact with deaf-blind students do their jobs successfully and provides personnel with the resources they need to work effectively.

Title **Hand in Hand**

Subtitle **Essentials of Communication and Orientation and Mobility for Your Students Who are Deaf-Blind (Volume I)**

Author **Huebner, K.M., Prickett, J.G., Joffee, E., & Welch, T.R.**

Publisher **American Foundation for the Blind**

Address **Eleven Penn Plaza**
New York, NY 10001

Library Reference Number: **DB HAN 001-007**

Format **book** Length **687 pages** Year **1995** Category **deaf/blind**

ABSTRACT
These materials are self-instructional and focus on the unique learning needs of students who are deaf-blind, including those with multiple disabilities and progressive conditions. To emphasize the individuality of each student, they avoid the use of a developmental or comparative approach.

Title **Hand in Hand**

Subtitle Essentials of Communication and Orientation and Mobility for Your Students Who are Deaf-Blind (Volume II)

Author Huebner, K.M., Prickett, J.G., Welch, T. R., & Joffee, E.

Publisher American Foundation for the Blind

Address Eleven Penn Plaza
New York, NY 10001

Library Reference Number: DB HAN 101-107

Format book Length 136 pages Year 1995 Category deaf/blind

ABSTRACT
This book includes medical and related information on vision and hearing; amplification systems; assessment instruments; and federal funding for services to children with deaf-blindness.

Title **Hand in Hand**

Subtitle Selected Reprints and Annotated Bibliography on Working with Students Who are Deaf-Blind

Author Huebner, K.M., Prickett, J.G., Welch, T.R., & Joffee, E.

Publisher American Foundation for the Blind

Address Eleven Penn Plaza
New York, NY 10001

Library Reference Number: DB HAN 201-207

Format other Length 282 pages Year 1995 Category deaf/blind

ABSTRACT
The articles reprinted in this volume contain useful information, regardless of prevailing educational trends, about effective practices in many settings and circumstances with students who are deaf-blind; and because they support other information in the project materials.

Title **I Work With a Guy Who's Deaf and Blind**

Subtitle

Author

Publisher **Media Services**

Address **Lotus Development Corp.**
55 Cambridge Parkway
Cambridge, MA 02142

Library Reference Number: **DB IWO 601V**

Format **videotape** Length **11 minutes** Year **1991** Category **deaf/blind**

ABSTRACT
This video portrays a young man who is deaf-blind and his job with the Lotus Corporation in Massachusetts. He explains some of the accomodations the company has made that enables him to work independently. His coworkers talk about him as a fellow employee and friend. (Closed Captioned)

Title **Listen with Respect**

Subtitle

Author **Southwest Communication Resources**

Publisher **Southwest Communication Resources**

Address **412 Camino Don Tomas**
P.O. Box 788
Bernalillo, NM 87004

Library Reference Number: **DB LIS 701V**

Format **videotape** Length **17 minutes** Year **1995** Category **deaf/blind**

ABSTRACT
This video presents an overview of cross-cultural barriers that many American Indian parents experience when using western medical services.

Title **Mom's Talk**

Subtitle Hearing Loss Diagnosis - Then and Now

Author

Publisher All Indian Pueblo Council, Inc.

Address Speech, Language, and Hearing Program
3939 San Pedro Drive, N.E., Suite D
Albuquerque, NM 87110

Library Reference Number: DB MOM 901V

Format videotape Length 25 minutes Year 1993 Category deaf/blind

ABSTRACT
Several Native American mothers are interviewed regarding their reactions and their families' reactions to their child's diagnosis of a sensory loss. Recommendations from their perspectives are made for professionals interacting with Native American families to be more culturally sensitive.

Title **Move...Touch...Do...**

Subtitle

Author Drezek, W.

Publisher American Printing House for the Blind, Inc.

Address P.O. Box 6085
Louisville, KY 40206

Library Reference Number: DB MOV 400

Format book Length 268 pages Year 1995 Category deaf/blind

ABSTRACT
Move, Touch, Do is designed for new teachers and therapists; however, it can also form a common corpus for a new team of experienced therapists and teachers. The curriculum provides a basic outline of daily activities, as well as a structure of materials and skills for the school year. If used in sequence, it allows the new teacher to slowly incorporate more sophisticated techniques into the classroom.

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Title **Supporting Young Adults Who are Deaf-Blind in Their Communities**

Subtitle **A Transition Planning Guide for Service Providers, Families, and Friends**

Author **Everson, J.**

Publisher **Brookes Publishing Co., Inc.**

Address **P.O. Box 10624**
Baltimore, MD 21285-0624

Library Reference Number: **DB SUP 011**

Format **book** Length **384 pages** Year **1995** Category **deaf/blind**

ABSTRACT
This comprehensive guide describes how to secure the necessary supports - optimal health care, enhanced communication skills, and improved orientation and mobility - and encourages those involved in the transition process to move beyond traditional options.

Title **The Picture Communication Symbols Book I**

Subtitle

Author **Johnson, R. M., M.A., CCC**

Publisher **Mayer-Johnson Co.**

Address **P.O. Box 1579**
Solana Beach, CA 92075-7579

Library Reference Number: **DB PIC 100**

Format **book** Length **90+ pages** Year **1997** Category **deaf/blind**

ABSTRACT
Book I has over 700 clear, simple symbols. It contains an entry-level vocabulary which includes the core of the PCS. The book is divided into six main-word categories of people, verbs, nouns, descriptive, social, and miscellaneous.

Title **The Picture Communication Symbols Book II**

Subtitle

Author Johnson, R. M., M.A., CCC

Publisher Mayer-Johnson Co.

Address P.O. Box 1579
Solana Beach, CA 92075-7579

Library Reference Number: DB PIC 200

Format book Length 90+ pages Year 1997 Category deaf/blind

ABSTRACT
Book II is an outstanding additional set of 1,100 symbols to add to your first PCS book. The book is divided into the same six main-word categories of Book I. The symbols are based on suggestions from PCS users.

Title **The Picture Communication Symbols Book III**

Subtitle

Author Johnson, R. M., M.A., CCC

Publisher Mayer-Johnson Co.

Address P.O. Box 1579
Solana Beach, CA 92075-7579

Library Reference Number: DB PIC 300

Format book Length 90+ pages Year 1997 Category deaf/blind

ABSTRACT
Book III is again based on suggestions from PCS users. It's full of both practical and fun symbols. The book is divided into the six main-word categories as in Books I and II.

Title **The Work Experience of Jennifer Syler**

Subtitle

Author Washington High School, Massillon City School District, Massillon, OH

Publisher Great Lakes Area Regional Center for DeafBlind Education

Address The University of Dayton-Columbus
665 East Dublin-Granville Road
Columbus, OH 43229

Library Reference Number: DB THE 120V

Format videotape Length 12 minutes Year 1998 Category deaf/blind

ABSTRACT
This video is a unique work resume of a student with deafblindness. It highlights Jennifer Syler's abilities and shows how far she has progressed in two years.

Title **Transition from School to Work**

Subtitle Preparing Students for Success in the Workplace

Author Everson, J. M., Ph.D., & Mautz, D.

Publisher California Deaf-Blind Services

Address 604 Font Boulevard
San Francisco, CA 94132

Library Reference Number: DB TRA 080

Format videotape Length 2 hours Year 1998 Category deaf/blind

ABSTRACT
This video is the recording of a satellite training on the "Facts and Myths About Deaf-Blindness" and "The Current State of Transition from School to Work for Students with Severe Disabilities" put on by California Deaf-Blind Services.

Title **Using Calendar Boxes**

Subtitle

Author **Deaf-Blind Partnerships Project**

Publisher **Deaf-Blind Partnerships Project**

Address

Library Reference Number: **DB CAL 130**

Format **videotape** Length **20 minutes** Year Category **deaf/blind**

ABSTRACT
A videotape highlighting how to set up and utilize calendar boxes or communication boxes to provide students who have dual sensory impairments with information about their daily routine, and provide them with a means to communicate.

Title **Van Dijk Strategies**

Subtitle **Summer, 1998 - Great Falls**

Author

Publisher

Address

Library Reference Number: **DB VAN 020V**

Format **videotape** Length **2 hours** Year **1998** Category **deaf/blind**

ABSTRACT
This videotape is a demonstration by Pam Boespflug during the Deaf-Blind Summer Institute using Van Dijk Strategies with several young children.

Title **Welcoming Students Who are Deaf-Blind into Typical Classrooms:**

Subtitle **Facilitating School Participation, Learning and Friendships**

Author **Haring, N.G., & Romer, L.T.**

Publisher **Brookes Publishing Co., Inc.**

Address **P.O. Box 10624**
Baltimore, MD 21285

Library Reference Number: **DB WEL 013**

Format **book** Length **480 pages** Year **1995** Category **deaf/blind**

ABSTRACT
This book examines successful inclusive educational practices that encourage the participation of students who are deaf-blind and discusses issues.

Title **You & Me**

Subtitle **A Five Part Video Series about Educating Children Who are Deaf-Blind**

Author

Publisher **Teaching Research Division**

Address **Western Oregon University**
345 North Monmouth Avenue
Monmouth, OR 97361

Library Reference Number: **DB YOU 333**

Format **videotape** Length **varies by tape** Year **1994** Category **deaf/blind**

ABSTRACT
A Five Part videotape series consisting of four videotapes. Part 1 shows a young boy who is deaf-blind in his regular education classroom. Part 2 focuses on the role of his interpretor-tutor. Part 3 examines the building of an effective communication system. Part 4 and 5 describe the importance of social connections for children who are deaf-blind.

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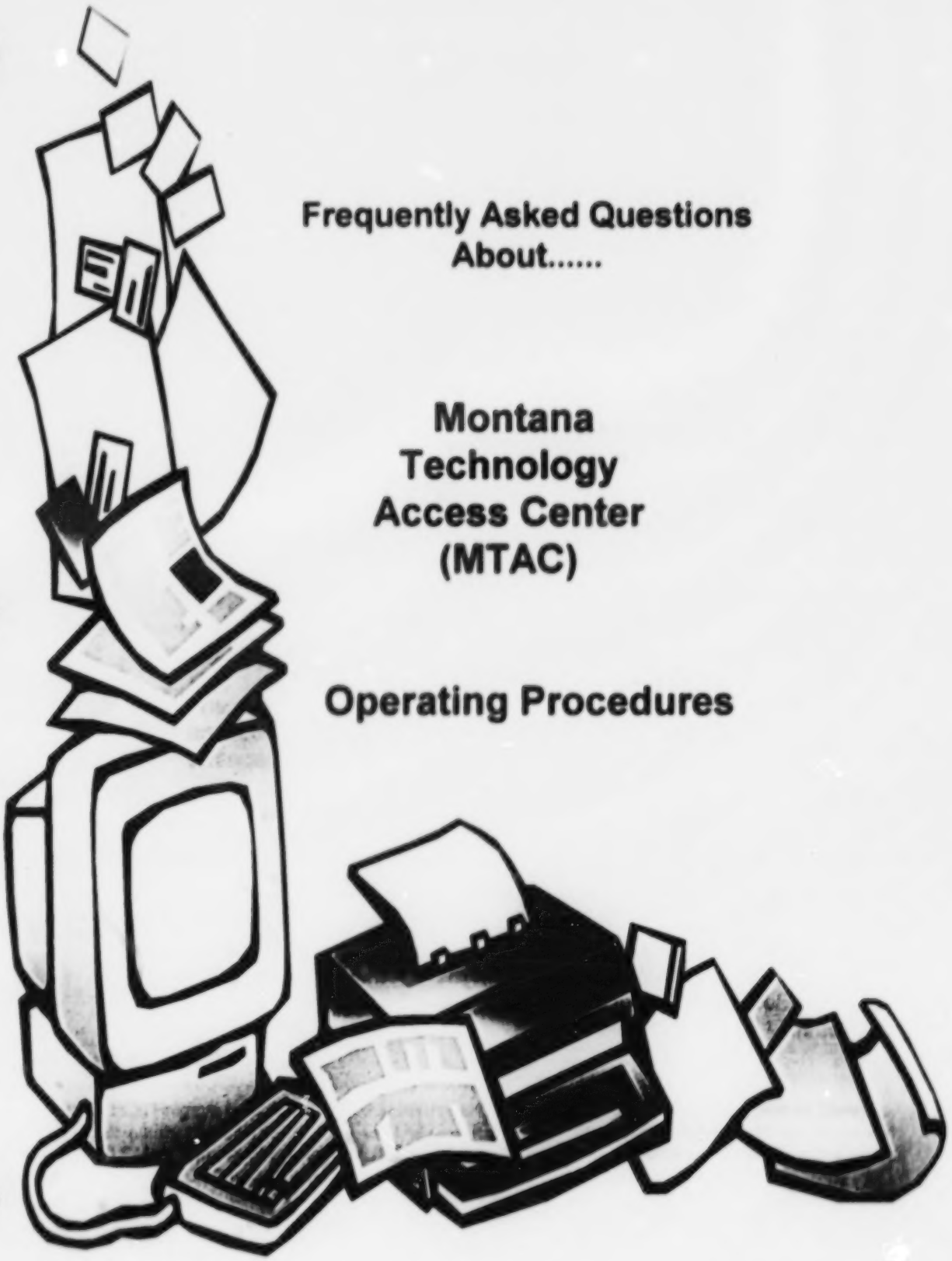
31 Category **deaf/blind**



Frequently Asked Questions About.....

Montana Technology Access Center (MTAC)

Operating Procedures

What is MTAC?

MTAC is an assistive technology demonstration and evaluation center located within the Rural Institute on Disabilities at The University of Montana, supported with funding from the MonTECH Program.* It is a technology lab where you can learn about, see, and try various types of low and high tech equipment that can assist people with disabilities to be more independent in home, school, work, and community settings.

What services are available at MTAC?

At MTAC, you can get information about assistive technology products and services from an Information and Resource person. You can also use computerized databases and on-line resources to conduct your own searches about assistive technology, or look through a full array of catalogs to identify a product that might meet your needs. The lab is staffed with people who can demonstrate equipment that is on display, or get you started so that you may try equipment on your own.

When is the lab open?

The lab is currently open weekdays between the hours of 8:30am and 5:00pm. If there is sufficient demand, evening hours may be arranged in the future.

Do I need an appointment to use the lab?

It is not necessary to make an appointment to visit the lab. Use it like you would any library. However, if you will need the undivided attention of a staff member for more than a 10 to 15 minute period, it would be best to call and make an appointment so that we can make sure help is available when you need it. You should also call for an appointment if you are interested in bringing a group to tour the facility.

*The MonTECH Program is funded through the Montana Department of Public Health and Human Services, under grant number H224A10002 from the National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education (USDOE). This publication does not necessarily reflect the views of NIDRR or the USDOE and no official endorsement of the material should be inferred.

Who can use the lab?

The lab is available to anyone with an interest in assistive technology. This includes individuals in need of assistive technology supports, teachers and other professionals who provide services to people with disabilities, family members, students, and faculty.

Can I obtain an assistive technology evaluation at the lab?

A ***formal*** assistive technology evaluation, resulting in a written report and recommendations, must be conducted by personnel with the appropriate training and professional certification. Although MTAC does not have the following personnel (speech therapists, occupational therapists, physical therapists, rehabilitation engineers) on staff, we do maintain a list of personnel in the region who provide these services. These professionals may schedule time in the lab and use available equipment to conduct formal evaluations. Payment for these services is handled by the professionals involved.

Informal evaluations, meaning simply that an individual is able to try one or more pieces of equipment to identify what might meet their needs, can occur in the lab at any time. While it is possible to videotape an individual's use of equipment to share with others (visitors must supply their own videotapes; recording equipment is available on site), no formal report of this activity will be provided by MTAC.

MTAC is in the process of applying for a Medicaid provider number as an assistive technology clinic, so a wider variety of options may be available in the upcoming year.

Are there fees for using the lab or its equipment?

There are no costs associated with the use of the lab for information and demonstration purposes. If an agency is interested in formal training for a group of staff, a training fee will be charged.

Can I borrow equipment to try someplace else?

Equipment that is part of Montana's Assistive Technology Equipment Loan/Lease Clearinghouse is available for short term loans. This pool of equipment does not include everything that is on display at MTAC. People interested in borrowing a specific piece of equipment can find out what is available by calling MonTECH (243-5676/800-732-0323), searching the MATEL/LC database via modem connection (243-2318/800-961-9610), or obtaining a copy of the Loan Holdings while visiting MTAC. Software is not available for distribution through the loan program due to licensing restrictions.

Can I purchase equipment through the lab?

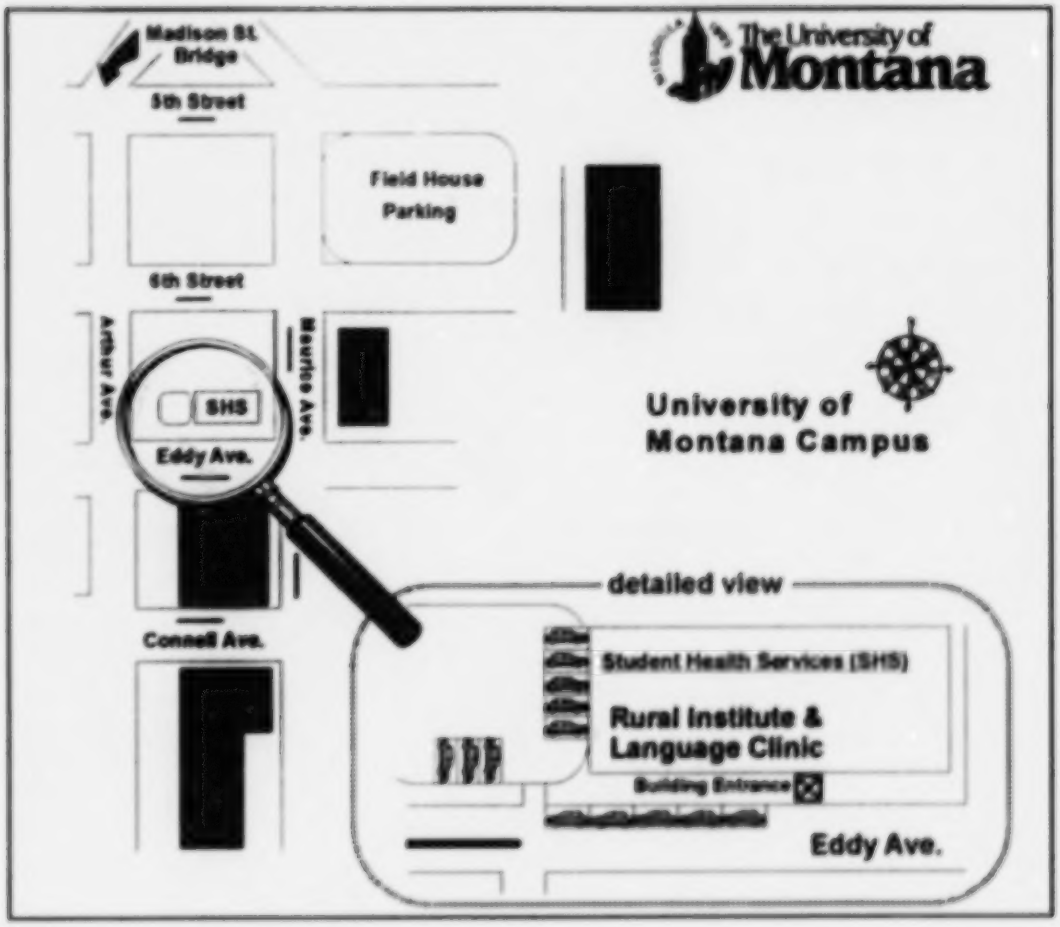
No, MTAC does not serve as a dealer or distributer of equipment. The lab does have current information about vendors, and can provide you with information on the purchase of assistive devices.

Is parking available for the lab?

Five reserved parking spots are available for MTAC visitors on the south side of Student Health Services (SHS) along Eddy Avenue and three reserved and seven "quick stop" parking spaces west of SHS in parking Lot L. Spaces available on a first come, first serve basis. You must request a temporary parking pass to use these spaces from the Rural Institute Receptionist. In addition, one-day visitor parking passes can be obtained at a cost of $1.50 from the Parking Office located in the Physical Plant building off of Campus Drive (behind Washington-Grizzly Stadium). ***See parking map.***

How can I help to support this technology center?

Use the facility and tell others about it! If you have interest and background in the use of assistive technology, or are willing to support the lab in other ways, we gratefully welcome volunteers. If you have other ideas about how you could support MTAC, we would love to hear about them.



Montana Technology Access Center

Hours: 8:30 a.m. to 5:00 p.m. weekdays

Address: MonTECH Program
The University of Montana
634 Eddy Avenue
Missoula, MT 59812

Phone/TT: (406)243-5676 or 1-800-732-0323
FAX: (406)243-4730

E-mail: fmiller@selway.umt.edu

Contact: Frances Miller
Information & Outreach Coordinator

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Welcome to the
Montana Technology Access Center

The Montana Technology Access Center (MTAC) is a comprehensive assistive technology demonstration center that offers individuals with disabilities and professionals an opportunity to see and use a wide range of assistive technology equipment. MTAC is a project of the MonTECH Program, a statewide effort to develop a comprehensive system of technology-related assistance that will ensure that all Montanans with disabilities have equitable access to assistive technology devices and services.

Exploring Assistive Technology - The following agenda was created to highlight various areas of the lab. MonTECH staff members will provide an introduction to the technology areas and will demonstrate various types of equipment. Because our tour time is limited, we have selected only a few devices to demonstrate in each area. We have listed some of the other devices available in each category to give you a better idea of the scope of our inventory. Please feel free to ask questions and to try out the devices for yourself.

Assistive Technology:
Any device or process that assists a person with a disability to do something that could otherwise be difficult or impossible to accomplish.

Categories of Equipment available through MTAC:
- alerting devices
- alternative keyboards
- alternative mice & pointing devices
- assistive listening systems
- augmentative communication devices
- computer input devices
- daily living aids
- environmental controls
- IBM and MAC computer stations
- memory aids
- mobility aids
- switching devices
- switch adapted toys
- seating & positioning devices
- vision & sensory aids
- voice recognition

- **Introduction to MTAC** – A brief description of the center's history, as well as the lab's mission and policies.

- **Assistive Technology for Children** - Play with our collection switch-activated toys and computer programs design especially for children with disabilities.

- **Mobility Lab** - View many of the mobility aids available for loan to physical and occupational therapists. Devices ranging from ramps to standing frames to gait trainers.

- **Ergonomic Lab** - Take a look at many of the new additions to the MTAC lab designed to make a work space more ergonomic. Items include: Keyboard tray, adjustable chairs and tables, articulating monitor arms and typing frames.

- **Environmental Control Lab** – See how lights, computers, televisions and other appliances can be controlled through voice activation or by using easy-to-operate switches. The Imperium and Simplicity Series 5 units will be demonstrated. The lab also has the Tash Ultra 4L unit available. Many of the Augmentative Communication devices such as the Dynavox, DynaMyte, Freestyle and Words+ Talking Screen can also be used to run environmental control devices.

- **Voice Recognition Lab** – Take a look at a program that makes it possible to run computers through voice input. We will demonstrate the "new-style" Dragon Naturally Speaking continuous speech software. We also have available for demonstration, Dragon Dictate (discrete speech), Dragon Power Secretary (Mac platform/discrete) and IBM's Via Voice Gold. Two new voice recognition programs, Free Speech 98 and Dragon for Teens have also been ordered to give consumers a broad example of voice recognition available.

- **Assistive Technology Fabrication Lab** – Sometimes it is not a matter of purchasing a piece of equipment, but of inventing it! Check out how we can create or modify assistive technology to meet unique needs.

- **Alternative Input Devices** - Try operating a computer by using different input devices. Keyboard selections include: TASH Mini Keyboard, Maltron Keyboard, Natural and Cordless Keyboards, On-Screen Keyboards and a Comfort Keyboard. On order is a Left-Handed Keyboard to add to our inventory. For alternative mouse input consider: Head Master, Trakker Infrared Mouse, Hands Free Foot Mouse, Glidepoint, Ring Mouse, Joystick or Lipstick or a Touch Screen/Touch Window. Other mouse alternative are on order to add to our inventory.

- **Software** - Although we are not able to loan out software, the MTAC lab has a variety of software available for demonstration and evaluation. Products include: Ultimate Reader, WYNN, Co-Writer and Write Out Loud software for increase productivity. Our inventory also includes a full Living Books Library, IntelliPicks, Click It, Picture It, Millies Mathhouse, Bailey Bookhouse, Thinking Things, Sunburst Learning Library, Typing Tutors, etc..

- **Sensory Aids** - We have many products to aid individuals who are blind/low vision. Some of the items featured in the lab include: CCTVs, Magnification Aids, JAWS for Windows Screen Reader, ZoomText Extra and more. We had additional products and devices for individuals who are deaf or hard of hearing such as: Alerting Systems, FM Amplification Units, Classroom Amplification, TDD Phones, etc.

- **Daily Living Aids** - Explore a small sample of daily living aids available to make everyday tasks easier. Such items include: dressing aids, cooking aids, magnification devices, grip enhancement, writing aids, recreation aids, etc..

- **Augmentative/Alternative Communication** – From simple picture boards to powerful high tech communicators, we have a complete range of devices to assist individuals who experience difficulty in communicating due to physical or cognitive disabilities. We will show you many of the following devices: Voice Pal Max, Lightwriter, Speaking Dynamically, Alpha Talker, Canon Communicator, Actiovoice, Dynavox, Digivox, Franklin Speaking Language Master, Fasttalk, Scanmate, Speakeasy, Voicemate, and Macaw. New additions to our inventory include: DynaMyte, Creospeaker, Super Hawk and Freestyle.

- **Memory Aids** - See how simple, inexpensive and compact devices can give individuals more independence by giving them the ability to preprogram messages, appointment times, etc.. Some of the devices in our inventory include: Voice Diary, Nevermiss Memo Recorder Digi Pad & Time Pad and Total Recall Recorder/Organizer.

- **Switches** - Take a look at the switches we have on display: BigMack, Jelly Bean, Power Link 2, cordless, rocker, pillow, sip & puff, twitch, blink, foot, leaf, pinch, grip, tilt, photocell, voice activated, and more. We can adapt these switches, create new switch configurations, and adapt or create a wide range of devices in our fabrication lab.

- **Discussion/ Question & Answer** - Please feel free to use this time to ask any questions you might have about any of the assistive devices or technology that you have seen today.

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Romin, F. (1998). Communication: Basic methods of communication. (Available from the Office of Public Instruction, State Capitol, Room 106, Helena, MT 59620).

Deaf - Blind Resources:

Helen Keller National Center
DB Link

Help is Available

Headquarters: 111 Middle Neck Road
Sands Point, NY 11050-1299
(516) 944-8900 (Voice)
(516) 944-8637 (TTY)
(516) 944-7302 (FAX)

Regional Offices

I. New England
(617) 350-8702
(CT, ME, MA, NH, RI, VT)

II. Mid-Atlantic
(516) 944-8900 (V)
(516) 944-8637 (TTY)
(NY, NJ, PR, VI)

III. East Central
(301) 699-6255, 6256 (V)
(301) 699-8490 (TTY)
(DE, DC, MD, PA, VA, WVA)
National Coordinator of Affiliated Services

IV. Southeastern
(404) 766-9625 (V)
(404) 766-2820 (TTY)
(AL, FL, GA, MS, KY, NC, SC, TN)

V. North Central
(312) 726-2090
(312) 726-2810 (TTY)
(IL, IN, OH, MI, MN, WI)

VI. South Central
(214) 490-9677, 9678, 9681, 9682
(AR, LA, NM, OK, TX)
Specialist to Older Adults

VII. Great Plains
(913) 677-4562
(IA, KS, MO, NE)

VIII. Rocky-Mountain
(303) 934-9037
(CO, MT, ND, SD, UT, WY)

IX. Southwestern
(818) 782-9935 (V)
(818) 782-9936 (TTY)
(AZ, CA, GU, HI, NV, Samoa)

X. Northwestern
(206) 324-9120 (V)
(206) 324-1133 (TTY)
(AK, ID, OR, WA)

For More Information Contact:

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Helen Keller National Center
For Deaf-Blind Youths and Adults

Helen Keller National Center

For Deaf-Blind Youths and Adults

PROGRAMS AND SERVICES

111 MIDDLE NECK ROAD
SANDS POINT, NEW YORK 11050-1299
(516) 944-8900 (VOICE)
(516) 944-8637 (TTY)
(516) 944-7302 (FAX)

HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS (HKNC)

HKNC, headquartered in Sands Point, NY, provides diagnostic evaluation, short term comprehensive rehabilitation and personal adjustment training, work experience and placement. Services in the field include 10 regional offices, some 40 affiliated agencies, a National Training Team, Services for Older Adults Who Are Deaf-Blind, and a Technical Assistance Center. HKNC's role is to ensure that people who are deaf-blind receive the skills training and supports necessary to enable them to live and work in the community of their choice.

NATIONAL TRAINING CENTER

Our goal is to recognize the unique talents, strengths and desires of every student and to provide tailored learning opportunities and choices which parallel his/her future lifestyle at home, work or in the community. Our LIFE program offers 4-5 students intensive one-to-one training seven days a week from early morning to bedtime. Community-based instruction emphasizes the development of communication facilitated by a core group of staff. The PATH program serves 10-12 students and is a transdisciplinary program focusing on communication and language development. Training integrates all aspects of adult daily living skills, such as food preparation, housekeeping and dining skills, mobility training, work adjustment and job skills. The TRADITIONAL program, an 8-period day, emphasizes vocational training and life enrichment through the efforts of many departments working as a team to promote a student's independence.

Students' training is usually funded by their States' Department of Rehabilitation. HKNC's budget is appropriated annually by Congress, and it operates under the supervision of the Rehabilitation Services Administration.

Internships and an International Professional Training Program are available at headquarters.

REGIONAL REPRESENTATIVES

Staff in the regional offices offer the following services, free of charge, to individuals or agencies:

- Client advocacy
- Consulting and technical assistance to schools and agencies
- Assistance in developing local services
- Client follow-up services
- Information and referral
- Professional development and in-service training
- Public education and awareness
- Maintenance of client registry

CONTACT your local regional representative for further information.

AFFILIATE PROGRAM

HKNC provides financial assistance to 40 state and private agencies to serve people with deaf-blindness and enhance local service capability. New grants are awarded each year on a competitive basis. For information, contact the National Coordinator, Affiliate Services, at 301 699-6255, 6256 (Voice) or 301-699-8490 (TTY).

SERVICES TO OLDER ADULTS WHO ARE DEAF-BLIND

HKNC's specialist, located in the Dallas office, provides the following services to professionals in the fields of rehabilitation and aging: program consultation; staff development; coordination of workshops, seminars and conferences; and development of resource materials. For more information, call 214-490-9677 (TTY/Voice).

NATIONAL TRAINING TEAM (NTT)

Monthly training seminars are held at headquarters. They may address deaf-blindness in general or focus on specific concerns, such as Usher syndrome or multi-disabled deaf-blind. The NTT also provides on-site training for agencies or organizations nationwide and each program is tailored to meet specific local needs.

TECHNICAL ASSISTANCE CENTER (TAC)

TAC assists in the transition of young people who are deaf-blind as they move from education to adult services. It provides technical assistance to public and private agencies and to parent groups who are working towards community integration and the enhancement of quality of life. This includes training and technical assistance in community-based living arrangements, employment, recreation and leisure, health care and other individual and family support services. TAC offers small conferences, structured workshops, on-site and/or off-site program consultation and information and referral services. For further information, contact: TAC Project Coordinator, 516-944-8900, ext. 311.

NATIONAL FAMILY ASSOCIATION FOR DEAF-BLIND (NFADB) ... supporting persons who are deaf-blind and their families.

NFADB is an independent, not-for-profit national family organization, partially funded by HKNC, whose goals include advocacy for all persons who are deaf-blind, sharing information and resources, facilitating family organizations in each state, developing family/professional partnerships and supporting national policy to benefit people with deaf-blindness. NFADB publishes a newsletter and has a membership fee. Call 1-800-255-0411, ext. 275 for information.

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What Is DB-LINK?

DB-LINK (The National Information Clearinghouse On Children Who Are Deaf-Blind) is a federally funded information and referral service that identifies, coordinates, and disseminates information (at no cost) related to children and youth who are deaf-blind (ages 0 to 21 years).

Five organizations have pooled their expertise into a consortium-based clearinghouse. This collaborative effort utilizes the expertise and resources of:

- American Association of the Deaf-Blind
- Helen Keller National Center
- Perkins School for the Blind
- St. Luke's-Roosevelt Hospital Center
- Teaching Research

Who Can Use DB-LINK?

DB-LINK is available to everyone—

- *People who are deaf-blind*
- *Parents*
- *Educators*
- *General public*
- *Employers*
- *Researchers*
- *Service providers*
- *Other professionals*
- *Other information consumers*

What Information is Provided By DB-LINK?

Using catalog and resource databases, DB-LINK provides access to a broad spectrum of information. DB-LINK responds to questions related to topics including:

- *Early intervention*
- *Education*
- *Health*
- *Legal issues*
- *Transition*
- *IFSPs, IEPs, ITPs*
- *Orientation and mobility*
- *Post-secondary education*
- *Medical*
- *Parents/families*
- *Social support*
- *Employment*
- *Technology*
- *Inclusion*
- *Communication*
- *Recreational services*
- *Independent living*

DB-LINK provides referrals to other organizations, such as:

- *Parent groups*
- *Medical centers*
- *Advocacy groups*
- *Research projects*
- *Professional consultants*
- *Colleges and universities*
- *State deaf-blind service projects*
- *307.11 single & multi state grantees*
- *Local/regional/national organizations*

What Does DB-LINK Do?

The purpose of DB-LINK is to:

- Ensure that information about practices, programs, and available services are readily accessible to children and youth who are deaf-blind and their families.
- Provide information that will assist education, medical, and service personnel in their efforts to deliver comprehensive services nationwide to the approximately 9000 infants, toddlers, children, and youth who are deaf-blind.

What About Adults Who Are Deaf-Blind?

Given DB-LINK's specific focus on children and youth, questions related to adults who are deaf-blind should be directed to the Helen Keller National Center (800) 255-0411 ext. 311.

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How Do I Contact DB-LINK?

Contact DB-LINK at:

(800) 438-9376 Voice
(800) 854-7013 TTY

Hours:
9 to 5 Eastern Time (M-F)

Voice mail messages may be left after hours.

Business inquiries should be addressed to:

Project Director
DB-LINK
345 N. Monmouth Ave.
Monmouth, OR 97361

Voice: (503) 838-8776
TTY: (503) 838-8821
Fax: (503) 838-8150

Internet:
dblink@tr.wosc.osshe.edu
www.tr.wosc.osshe.edu/dblink

The National Information Clearinghouse On Children Who Are Deaf-Blind is funded by the U.S. Department of Education, Office of Special Education Programs, Cooperative Agreement #H326C50003

DB - LINK
Teaching Research
345 N. Monmouth Ave
Monmouth, OR 97361

Non-Profit Organization
U.S. Postage
PAID
Permit No. 12
Monmouth, OR 97361

DB - LINK

The National Information Clearinghouse On Children Who Are Deaf-Blind

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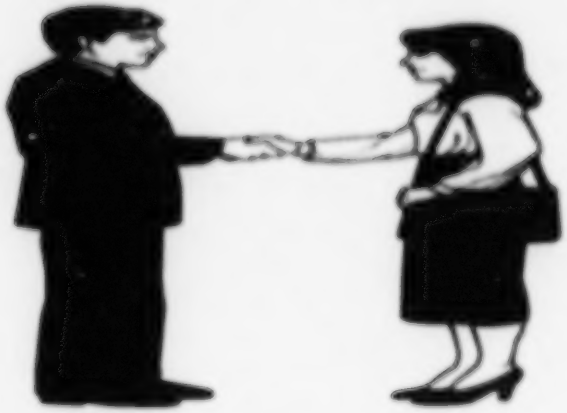
OPI TRAINER GUIDELINES



OPI TRAINER ETIQUETTE:

! Please arrive at the scheduled time.

! Always introduce yourself (and any other team member) to the school principal first.

! If possible, visit with the principal for a few minutes. Let them know the reason for your visit.

! Be courteous at all times.

! Let the school principal know when you are leaving the school premises.

BEST PRACTICES IN THE PROVISION OF TECHNICAL ASSISTANCE:

! Be open to a variety of Technical Assistance request types.

- School personnel around the state approach Technical Assistance from a variety of perspectives.

- Provide your T.A. according to what (and how) they want to receive it.

- In the school, visit only with the people who welcome the T.A. visit. Some personnel are not open to other people observing them.

! Examples of T.A. may include:

- Observation and suggestions
- Specific questions, concerns or issues before you observe the student
- Observations and an "exit briefing"
- Visits with teachers and parents in the school setting.
- Visit with teachers in school and parents at home
- Other types as requested or needed.

! Enhance trainees competence by increasing their knowledge and skills.

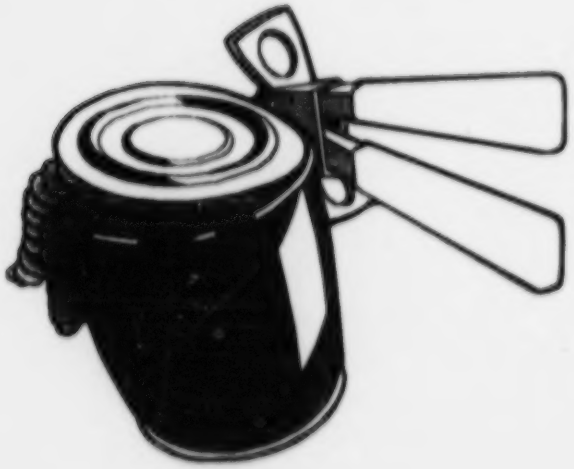
STAY AWAY FROM:

! Interpreting or explaining Special Education rules - ask them to call OPI Special Education staff with these questions.

! Your personal or professional agendas. Stick with the T.A. requested, even if you strongly disagree.

! Telling teachers, parents or any other professional they are wrong or not doing a good job.

! Using your OPI contracted hours for any other professional purpose.



STAY AWAY FROM (Cntd.):

! Confidentiality issues. Don't discuss your T.A. activities outside the school setting or with people not concerned with the student or personnel you are working with.

! Making any negative or derogatory statements regarding other teachers, school, student, parents or any other person or agency working with your student.

! Observing, offering suggestions or making comments regarding any other student in the school you are visiting (even if they ask you to do so.)

POINTERS FROM FRANCISCO:

! Be patient, friendly, enthusiastic, open and intelligent.

! Repeat the words "suggest" and "recommend" continuously.

! Enjoy your T.A. visit and make friends.

! If you don't know something, tell them. Then, find the information they need and send it later.

! Encourage people to keep up the good work.
Then, encourage innovations to their programs

Guidelines for Responding to Requests for Technical Assistance

1. Requests for assistance will be directed to the Partnerships Project Coordinator.

2. If the child is not currently on state Deaf-Blind roles, they must first be evaluated by the state Deaf-Blind Coordinator to determine eligibility for services.

3. Once determined eligible, a "***Technical Assistance Request Form***" will be completed by the person requesting assistance or over the phone by the person taking the request.

4. The type of assistance will be identified:
   1) Resource Team visit for a specific child,
   2) On-site training,
   3) A request to visit another site to observe,
   4) Support to attend a training.
   5) Other...

5. Requests will be responded to based upon priority, availability of RRT members, and budget constraints.

6. If child specific assistance is requested, all necessary documentation indicated on the Request for Technical Assistance Form and that form should be received by the Partnerships Coordinator prior to the first visit.
   Signed parent or guardian release of information consent form.
   Photo release.
   Relevant hearing, vision, behavioral or other assessments.
   IEP and IFSP if applicable.
   The student's daily schedule at home and at school.
(This information will be copied and distributed to Rural Resource Team Members as they become involved with the child's team.)

7. The Team Facilitator will identify a person who will serve as the main contact person on-site for the child's team and the Team Facilitator.

8. A Rural Resource Team Facilitator will contact the child's on-site contact person to schedule a time to visit the student, observe them, and meet with the child's support staff and family. If there is a clear idea of what the priority areas for support will be, additional Resource Team members may be invited to attend the initial meeting as well. (No more than 3 people will observe the student at one time.)

9. A memo will be sent by the Team Facilitator to the site Contact person, the family and any invited Resource Team members to confirm the visit date, time and purpose.

10. Visitors will check in at the school's central office and notify the principal of their arrival.

11. During the initial visit, Project Staff will take notes and observe the child using the ***Observation Checklist***. At the meeting with the child's team and family the ***Technical Assistance Plan*** will be developed. Observations of the Project staff may also be shared during this meeting if invited by the team. The purpose of the first visit is primarily to identify priority areas of the child's team for support, and to explain what is available through the project. It is not the purpose of the first visit to try to "fix" the situation.

Assistance will be provided based upon the Prioirities determined by the child's team.

12. If Rural Resource Team Members accompanied the Team Facilitator to the visit, all of these individuals will meet and discuss their ideas and observations before meeting with the child's team. The Team Facilitator will always serve as the leader for the Partnerships team.

13. Following the initial meeting, the completed Technical Assistance Plan will be sent to the family and the on-site contact person who will be asked to distribute it to all the team members and to determine if the team agrees with the plan. Once finalized, the completed plan will be sent by the Team Facilitator, to the on-site contact person, the family and the State Deaf-Blind Coordinator.

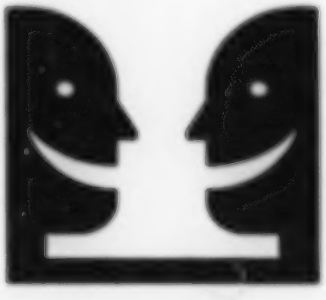
14. If additional Rural Resource Team Members are needed to provide assistance to the child and their team, the Team Facilitator, will coordinate their involvement and complete the ***Request for Assistance Form.*** This form will be send to the Resource Team Member outlining what services are requested. A copy of the form will be sent to the on-site contact person, the parents and the state Deaf-Blind Coordinator.

15. At all subsequent visits confirmation letters will be sent by the Team Facilitator or Rural Resource Team member who is visiting the child to the on-site contact person and the family confirming the date, time and purpose of the meeting.

16. ***Site Visit forms*** will be completed by the visitor for every visit. They will be sent to the on-site contact person, the family, the Partnerships Project coordinator and the State Deaf-Blind coordinator within 2 weeks of the visit. If there was more than one visitor, information will be compiled into one summary by the Team Facilitator.

Deaf-Blind Partnerships Project
Planning Forms

Overview Checklist
Technical Assistance Request
Technical Assistance Plan
Information Release Authorization
Photography/Taping Consent
Member Visit Follow-up Plan
Site Visit Summary
Observation Checklist
Member Assistance Request



Rural Resource Team Member
Checklist

Prior to Visit
Ensure contract is in place with the Office of Public Instruction to cover a visit to this child.

Review Rural Resource Team manual.

If visit has not been arranged through Partnerships Project staff, notify Ellen or Francisco.

If the is the first visit with the child, review Technical Assistance plan and information gathered regarding the child including request for assistance.

At subsequent visits, review follow up plan and site visit summary to ensure that action steps have been completed. (If action steps are consistently not being completed by Rural Resource Team member, school or family discuss the situation with Project Coordinator.)

Notify family and school of visit date, time and purpose in writing.

Ask site contact to arrange a team meeting at the end of your visit where members can ask questions, you can share your observations and ideas.

Day of visit
Upon arrival at school, notify the principal. Explain that you are at the school on behalf of the Deaf-Blind Partnerships Project representing the Office of Public Instruction and University of MT.

Observe the student.

Perform duties as requested in the "request for assistance".

Share ideas and recommendations at the team meeting.

Facilitate the completion of the Follow-up Plan. Explain all options to school/family for further assistance through the project.

Following the visit
Summarize your observations and recommendations on Site Visit Summary form. Send copies to appropriate people indicated on bottom of form.

Provide follow up as requested on Follow-up plan.

Bill OPI for time and request reimbursement for expenses.

Montana Deaf-BlindPartnerships Project

Technical Assistance Request Form

Date of Application:_____

Child or student being referred:_____

Name of Person making referral:_____

Address:_____

Phone:_____ Relation to Child/Youth:_____

Child/Youth Demographic Information:

Date of Birth:_____ Primary Disability:_____

Date of last visit by Francisco Roman, State Deaf-Blind Coordinator (mo., yr.):_____

School/Service Provider:_____ Phone:_____

Address:_____

Check the settings that best describe where the Child/Youth receives instruction/support/

- ☐ regular ed class
- ☐ regular ed class 50% or more
- ☐ participates in some integrated activities
- ☐ resource room
- ☐ self-contained class
- ☐ segregated school
- ☐ community
- ☐ adult services
- ☐ preschool
- ☐ kindergarten
- ☐ child-care
- ☐ _____

Is family aware of referral?_____

Would the family like assistance in the home?_____

Home Address_____

Parent Names_____

Phone_____ Best time to Contact_____

In Which of the following Areas would you like technical assistance?

- ☐ Assessment
- ☐ Augmentative Communication
- ☐ Orientation and Mobility
- ☐ Behavioral Issues
- ☐ Assistive Technology
- ☐ Functional curriculum
- ☐ Inclusion
- ☐ Transition Planning
- ☐ Community based instruction
- ☐ Family Support
- ☐ Sibling Issues
- ☐ Assistive Technology
- ☐ Deaf-Blind Issues
- ☐ DB census information
- ☐ Resources and Information
- ☐ Other_____

Primary Reason for Referral:

What would be your ideal outcome of the assistance?

Please list people who work with the Child/Youth, their role, and how often they see the child. (Include regular educators, special educators, aids, Occupational, Physical and Speech Therapists, Family Support Specialists and anyone else who works with the child).

Name	Role	Frequency

List anyone else who has evaluated the child in the past 3 years _____

_____

Please include the following with the application:

✓ Signed parent release of information consent
✓ Photo release for videotaping
✓ Relevant hearing, vision, behavioral or other assessments
✓ IEP and IFSP if applicable
✓ Child/Youth's daily schedule

Return completed application to:

Ellen Condon, Deaf Blind Project Coordinator
University of Montana
Rural Institute on Disabilities
52 Corbin Hall
Missoula, MT 59812
(406) 243-4134

Montana Deaf-BlindPartnerships Project

Technical Assistance Request Form

Date of Application:_____

Child or student being referred:_____

Name of Person making referral: _____

Address:_____

Phone: _____ Relation to Child/Youth: _____

Child/Youth Demographic Information:

Date of Birth:_____ Primary Disability:_____

Date of last visit by Francisco Roman, State Deaf-Blind Coordinator (mo., yr.):_____

School/Service Provider:_____Phone:_____

Address:_____

Check the settings that best describe where the Child/Youth receives instruction/support:

- ☐ regular ed class
- ☐ regular ed class 50% or more
- ☐ participates in some integrated activities
- ☐ resource room
- ☐ self-contained class
- ☐ segregated school
- ☐ community
- ☐ adult services
- ☐ preschool
- ☐ kindergarten
- ☐ child-care
- ☐ _____

Is family aware of referral? _____

Would the family like assistance in the home? _____

Home Address_____

Parent Names _____

Phone _____ Best time to Contact_____

In Which of the following Areas would you like technical assistance?

- ☐ Assessment
- ☐ Augmentative Communication
- ☐ Orientation and Mobility
- ☐ Behavioral Issues
- ☐ Assistive Technology
- ☐ Functional curriculum
- ☐ Inclusion
- ☐ Transition Planning
- ☐ Community based instruction
- ☐ Family Support
- ☐ Sibling Issues
- ☐ Assistive Technology
- ☐ Deaf-Blind Issues
- ☐ DB census information
- ☐ Resources and Information
- ☐ Other_____

Primary Reason for Referral:

What would be your ideal outcome of the assistance?

Please list people who work with the Child/Youth, their role, and how often they see the child. (Include regular educators, special educators, aids, Occupational, Physical and Speech Therapists, Family Support Specialists and anyone else who works with the child).

Name	Role	Frequency

List anyone else who has evaluated the child in the past 3 years _____

_____

Please include the following with the application:

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University of Montana
Rural Institute on Disabilities
52 Corbin Hall
Missoula, MT 59812
(406) 243-4134

Montana Deaf-Blind Partnerships Project

TECHNICAL ASSISTANCE PLAN

Date Plan was developed: _____

Child/Youth: _____

Agency/School: _____

Address: _____

Site Contact: _____ **Phone:** _____

Prioritize Areas in Which the Deaf-Blind Partnerships Project could Assist:

We are Here	We Want to be Here	How the D-B Project can Assist

When would you like assistance? (preferred days, times, length, dates):

What format would work best for you? (Training staff, assisting to develop IEPs, providing written or visual information, facilitating a planning session, conducting a functional assessment...)

How many visits do you think you need?

Where would be the best place for us to assist the student?

Who on the child's team needs to participate in the technical assistance to ensure follow through?

How will the recipient of the technical assistance ensure that new information is incorporated into the child's program?

Other information:

cc: Site Contact
Parents
Francisco Roman

Deaf-Blind Partnerships Project

Authorization for release of confidential Information

I. Student's Name _____ Birth Date _____

I authorize the release of the following records and information:

_____ Educational _____ Behavioral Intervention Plans or Assessments _____ Other

_____ Medical Assessments _____ Hearing and Vision Assessments

I request that the information be kept confidential, used for professional reasons only and not be released to another individual or organization unless authorized by me.

_____ _____

___ Parent _____ Guardian _____ Self Date

II. Information to be released from:

_____

Person, School, Department, Agency

_____

Address

_____

City, State, Zip Code

III. Information to be released to:

_____

Person, Agency, School, Department, Agency

_____

Address

_____

City, State, Zip Code

CONSENT FOR PHOTOGRAPHY AND VIDEO TAPING

I give my consent for my son/daughter _____ .

to be videotaped or photographed in class or during community activities for purposes of:

_____ classroom instruction, staff training, team planning or other educational and therapeutic interventions in compliance with confidentiality guidelines.

_____ training for other professionals by the Deaf-Blind Partnerships Project in compliance with confidentiality guidelines.

_____ _____

parent/guardian signature Date

Rural Resource Team Member Visit
Follow up Plan

(To be completed with the child's team at the end of the visit)

Student:

Date of Visit:

R.R.T. Member who Provided Assistance:

Location of Visit(school/district/home):

Site Contact Person:

Child's team member's present during the visit (include position):

Based upon the assistance we received, we have decided to implement the following: (specify who will be responsible for which steps and the timelines by which they will be achieved.)

1)

2)

3)

What needs to be completed by the family/school prior to the next visit?

Do you need assistance from the Deaf-Blind Partnerships Project in achieving the above goals? If so, what assistance would be helpful?

What further assistance is needed from the Rural Resource Team member?

Rural Resource Team Member: _____

Site Contact: _____

Parent: _____

cc: Francisco Roman
Ellen Condon
Site contact
Parents

Montana Deaf-Blind Partnerships
Site Visit Summary
(to be completed after each visit)

Child Visited: **Date of Visit:**

Rural Resource team member completing summary:

Reason for Visit:

Observation Details (where, when, what):

What Information was provided to the team?

Suggestions for follow-up:

Follow up:

Activity	Time Line	By Whom?	Completed?

Next scheduled visit:

What additional assistance could the Partnerships Project provide?

cc: site contact
Parents
Francisco Roman
Ellen Condon

Montana Deaf-Blind Partnerships Project
Observation Checklist

Just a few things to look at while observing a child...

Are the people working with the child aware of the child's hearing/vision limitations and capabilities?

Is information presented in a manner consistent with what the child can see and hear?

What adaptations are made to accommodate their hearing and vision impairments to help them participate if any?

Does the child know what their schedule is? How?

How are they informed about changes from one activity to the next?

What is the child's schedule?

Is the child participating in activities which are meaningful to them?

What activities are they learning to do independently?

Are the staff doing things for the child which the child could do independently?

Are they using age appropriate materials?

How does the child communicate preferences, dislikes, the need for attention?

What communication modes is the child using?

Is the child exhibiting any self-stimulatory behavior? If so, what? When does it occur? When does is not occur?

Are the people communicating with the child what is happening in the environment?

Is the child making choices?

Is the child using any augmentative communication or assistive technology?

Would assistive technology or augmentative communication be useful?

If team members are complaining of challenging behaviors how are these addressed?

Is the child interacting with their peers?

Do peers need assistance to interact more with the child with dual sensory impairments?

How is the child getting from one activity to the next? (What supports are used if any.)

What areas do you think could be improved for this student?

What are the top three areas which the team members would like to see improvement for this student?

Do staff know what they can expect from the child and set high expectations for performance and independence?

Montana Deaf-Blind Partnerships Project
Rural Resource Team Member
Request for Assistance

Person making request: **Date of Request:**

Position of person making request:

Student(s):

Rural Resource Team Member:

Location where assistance is needed:

Contact Person: **Phone Number:**

Assistance that is needed:

Number of Visits Approved:

Special Instructions:

cc: site contact
parents
Francisco Roman
Ellen Condon
R.R. Team Member

Deaf-Blind Partnerships Project
Rural Resource Team Member
Bill for Technical Assistance

Process for Billing:

1) Complete Reimbursement Request form for reimbursement of Lodging, per diem, and travel. (Attach receipts for air travel, rental cars, lodging and miscellaneous expenses)

2) Calculate number of hours spent in travel to and from the site where technical Assistance was provided, preparation time for the visit, documentation time following the visit, and actual time conducting the visit. Bill accordingly @ $150.00 for an 8 hour day.

3) Attach a completed Deaf-Blind Partnerships **Site Visit Summary Form, and Rural Resource Team Member Visit Follow-up Plan.**. Distribute copies to the appropriate people as indicated on the bottom of each form.

4) Mail reimbursement requests to:

Francisco Roman
Office of Public Instruction
P.O. Box 202501
Helena, MT 59620.

5) You must have a contract in place prior to providing service and being reimbursed. If your current contract does not cover the necessary intervention time, contact Francisco at 444-4426.

Deaf-Blind Partnerships Project
Rural Resource Team Member
Bill for Technical Assistance

Rural Resource Team Member Name:

Date of Billing:

Child Visited:

Date	Prep Time	Travel	On-site T/A	Phone T/A	Follow-up Planning	Other

Total hours for this visit _____

Hours Remaining in contract _____

Child Visited:

Date	Prep Time	Travel	On-site T/A	Phone T/A	Follow-up Planning	Other

Total hours for this visit _____

Hours Remaining in contract _____

Total number of intervention hours _____ @ $18.75 = $_____
Amount owed

CC: Ellen Condon

Deaf-Blind Partnerships Project
Rural Resource Team Member
Bill for Technical Assistance

Rural Resource Team Member Name:

Date of Billing:

Child Visited:

Date	Prep Time	Travel	On-site T/A	Phone T/A	Follow-up Planning	Other

Total hours for this visit _____

Hours Remaining in contract _____

Child Visited:

Date	Prep Time	Travel	On-site T/A	Phone T/A	Follow-up Planning	Other

Total hours for this visit _____

Hours Remaining in contract _____

Total number of intervention hours _____ @ $18.75 = $_____
Amount owed

CC: Ellen Condon

Deaf-Blind Partnerships Project
Rural Resource Team Member
Bill for Technical Assistance

Rural Resource Team Member Name:

Date of Billing:

Child Visited:

Date	Prep Time	Travel	On-site T/A	Phone T/A	Follow-up Planning	Other

Total hours for this visit _____

Hours Remaining in contract _____

Child Visited:

Date	Prep Time	Travel	On-site T/A	Phone T/A	Follow-up Planning	Other

Total hours for this visit _____

Hours Remaining in contract _____

Total number of intervention hours _____ @ $18.75 = $_____
Amount owed

CC: Ellen Condon

REIMBURSEMENT REQUEST
OFFICE OF PUBLIC INSTRUCTION
NANCY KEENAN, SUPERINTENDENT
PO BOX 202501
HELENA MT 59620-2501

SEND FORM TO: Montana Office of Public Instruction
Division of Special Education PO Box 202501 Helena MT 59620-2501
Questions call: (406) ~~444~~-5661 (Send to an PO Box)

DIRECTIONS:
DO NOT FILL OUT LINES "FOR OPI USE ONLY". Reimbursement will be calculated by OPI based on current State Rates. Informa must be written legibly with Social Security No. and signed to be reimbursed. Lodging: $36.40 includes tax; Per Diem (Meals): $5.00 (B), $ (L), $12.00 (D); and Mileage at the rate of $.315 cents per mile. ATTACH ALL ORIGINAL LODGING RECEIPTS.

FILL OUT ALL OF THE FOLLOWING INFORMATION:

NAME: _____ SOCIAL SECURITY NO: _____

ADDRESS: _____ _____
WORKSHOP/EVENT ATTENDED

CITY, STATE, ZIP: _____

YOUR PHONE NO: _____

LODGING: (Attach original receipt)
Shared room with: _____

PER DIEM (Meals):
Date you left your home _____ Time _____ A M P M
Date you returned home _____ Time _____ A M P M

OTHER EXPENSES: (Attach receipt) _____
(i.e. taxi, parking, registration)

TRAVEL/MOTOR POOL:
Driver's Name: _____
Passengers' Names: _____
All Points of Travel: _____
(i.e., MSLA - HELENA - MSLA)

We will calculate your mileage based on the points of travel.

I certify that this reimbursement request is correct in all respects and that payment has not been received by me.

_____
Participant's Signature
Date _____

Use back of this form for any additional information regarding car pool/rooms/meals, etc.

FOR OPI USE ONLY

LODGING: $ _____

PER DIEM: $ _____

MEALS PROVIDED: _____

OTHER: $ _____

TOTAL ROUND TRIP MILES _____

TRAVEL: $ _____

TOTAL: $ _____

_____
Authorized Signature

Date _____ Budget # _____

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Deaf-Blind Partnerships Project
Request for Assistance to Attend Training

Name:

Date of Training:

Title of Training (attach agenda or brochure):

Student(s) whom training will assist:

What assistance do you need to attend the training?

What information or skills do you hope to gain from this training?

1)

2)

3)

What additional assistance do you need to acquire this information or skills?

How will you share the information you gain with other people following the training?

____ Presentation at Conference ____ Presentation at Teleconference

____ Provide Technical Assistance ____ Share information with other families

____ Other (_____)

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Deaf-Blind Partnerships Project
Sponsored Training
Follow up Plan

Name:

Date of Training:

Title of Training:

Student whom training will assist:

Based upon the training which I attended, I have decided to implement the following: (specify who will be responsible for which steps and the timelines by which they will be achieved.)

1)

2)

3)

Do you need assistance from the Deaf-Blind Partnerships Project in achieving the above goals? If so, what assistance would be helpful?

The training helped me with:

I can share the following information with other people: